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ABSTRACT

This paper describes a workshop kit developed for the Cleveland Commission on Higher Education which supplies materials supportive of a one to three-day workshop. The workshop is intended to stimulate school personnel to work together in planning a common teacher education center venture appropriate to a particular locale. Contents of the workshop kit described in this report include a coordinator's guide, slide tape presentations, and several simulation games which convey information about teacher education center alternatives and allow participants to refine their group decision-making skills. (MJM)

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A WORKSHOP KIT FOR STIMULATING INVOLVEMENT IN THE DEVELOPMENT OF TEACHER EDUCATION CENTERS

by

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This paper describes the Teacher Education Center Workshop Kit developed by Creative Learning Systems, Inc. for the Cleveland Commission on Higher Education. The Workshop Kit grew out of needs of those working with teacher education centers in the Greater Cleveland area. The Workshop Kit has been designed with considerable flexibility so that teacher educators in school districts, and in institutions of higher education across the country might be able to use the Workshop Kit in improving their teacher education programs.

The Workshop Kit is based on the assumption that there is no one "right" model for a teacher education center. Hence the Kit can be used to enhance and support whatever model the user wishes.

For those who are not familiar with the concept of a Teacher Education Center, the following chart may help to distinguish the center approach from the conventional approach to the field preparation of teachers.

Activity	*Conventional Approach*	*Center Approach*
Assignment of Student Teachers	Scattered in many schools.	Clustered in buildings, chosen for particular experiences.
Supervision of Student Teachers	Individual student teachers supervised daily by master teacher, infrequently by college faculty member. Minimal communication between college and school supervisors. No coordinatorion of in-school activities.	Directly, by master teacher. Indirectly, by college supervisor, through teacher. Frequently in-school program has part-time or full-time coordinator.

Activity	*Conventional Approach*	*Center Approach*
College Supervisor's Activity	"Circuit-rider" - visiting students in many locations.	Concentrated at center, available to student teachers and to all school personnel as an added resource.
Preparation of Master Teacher for Supervisory Role	Varies - usually minimal.	Workshops and other efforts to incorporate master teacher into teacher training team.
Seminar on Teaching	On campus, frequently not related to student teaching experience.	Usually at center, tied to experience in teaching.
Effect on School Environment	No direct effort to help with school program.	A direct effort made to improve the learning environment within the school.
Variety of Student Teaching	Usually one classroom with one master teacher. Little opportunity to visit other classes.	Often contact with two or more classes and teaching styles; sometimes assignments are to a teaching team or to a whole department.
Decision-Making	College dominated and imposed.	School-college partnership.

Within these common characteristics of centers, there is room for a great deal of variety in the specific design and operation of centers. The Workshop Kit is designed to facilitate the development of centers which meet the unique needs of the schools and colleges involved.

Goals of the Workshop Kit

1. Content: To impart knowledge about what teacher education centers are and how they operate.

2. Process: To overcome communication barriers common to groups.
3. Planning: To lead toward the development of specific plans for starting centers or modifying those already in existence.

Depending upon time constraints and the desires of the user, components of the Workshop Kit can be modified to focus on any one of the above goals.

Overview of the Workshop Kit

The Kit supplies materials supportive of a workshop of from one to three days duration. The workshop is intended to stimulate personnel from public and private schools, and from institutions of higher education, to work together on planning a common teacher education center venture appropriate to a particular locale.

The materials supplied in the Kit encourage participant interactions. Several simulation games, described below, not only convey information about teacher education center alternatives but also allow participants to refine their group decision-making skills. By alternating activities in simulated and 'real-world' contexts, the workshop can move participants from excitement about the potential of the teacher education center concept into the preliminary phases of action planning for the local situation.

Contents of the Workshop Kit

COORDINATOR'S GUIDE:

An important feature of the Workshop script is the provision for a pre-workshop analysis of the local situation. By working through the *Pre-Workshop Analysis Pak*, the prospective Workshop Coordinator can determine the extent of his/her awareness of the factors to be considered

in planning and conducting a workshop.

Other major divisions of the *COORDINATOR'S GUIDE* are:

(a) *Preliminary Decisions:* Worksheets dealing with preliminary decisions about Workshop purposes, intended participation, and logistical provisions.

(b) *Program Components:* An overview of alternative program components and suggestions for use of the Kit materials.

(c) *Workshop Arrangements:* Sample Workshop agendas; guidance in clarifying and communicating intentions; and a logistics checklist.

(d) *Evaluation & Reporting:* Suggestions of ways of monitoring Workshop progress and of making follow-up evaluations; a sample Feedback Request Form keyed into the packaged program components.

(e) *Resources:* An annotated bibliography on the teacher education center movement and a listing of significant literature on teacher pre- and in-service education published by the Association of Teacher Educators and the American Association of Colleges for Teacher Education; two papers elucidating the teacher education center concept; and a copy of the AACTE booklet In West Virginia, It Is Working.

SLIDE-TAPE PRESENTATION:

A typical Workshop would begin with the showing of an audio tape/slide presentation *TEACHER EDUCATION CENTERS:A BRIDGE TO EDUCATIONAL EXCELLENCE*, supplied with the Kit.

"T.E.C. AUCTION":

In a simulated auction setting, players "bid" competitively in attempts to "purchase" various resources and materials appropriate to teacher education center programs. The auction informs participants of some of the possible ways to provide pre-service and in-service training in Teacher Education Centers; offers them an opportunity to gain insights into their own educational philosophies; and gives the Workshop leader data on preference trends within the playing groups.

The packages of materials for the *"T.E.C. AUCTION"* simulation contain procedural instructions, sets of auction catalogues and bidders' paddles, and a Debriefing Guide. *"T.E.C. AUCTION"* can be an entertaining and informative warm-up activity for T.E.C. Workshop participants.

"CENTERING":

In this simulation a committee engages in a decision-making task related to the development of a hypothetical new teacher education center. Participants assume roles that highlight the effects of vested interests and typical group-member behaviors on task accomplishment. The simulation components, which are packaged in a compact vinyl portfolio, include an audio-cassette with recorded instructions for the simulation coordinator and for the participants, player role cards, and a debriefing guide. This simulation can be played in conjunction with *"FEEDBACK" Intervention A* (described below) to train observers in group-process monitoring techniques.

"PRO's & CON's":

This simulation is designed to give participants opportunities to practice a 'Devil's Advocate' deliberation style that can counteract uniformity of thinking and intensify the depth and thoroughness of reflection on major issues. Group discussion around operational issues of teacher education centers is structured in a way that "legitimizes" the open discussion of the pros and cons of controversial issues such as:

> Should school teachers in Centers have a say in how cooperating universities train prospective teachers?
>
> Should cooperating teachers be released from some of their regular assignments to give them time to engage in Center activities?
>
> Should university personnel assigned to Centers have a role in developing curriculum for youngsters in the cooperating schools?

Each package of *"PRO's & CON's"* includes written instructions for the leader, a pad of sheets on which trends in group opinions and discussion highlights may be recorded, and "Playérs Packets" consisting of sets of palm-size, ring-bound cards which use a color code to cue the rotation of the "pro", "con" and "neutral" positions on each issue that is debated.

The simulation *"PRO's & CON's"* is designed to move the participants from discussion of issues provided in the simulation to identification and discussion of "real world" local issues.

Issue Analysis WORKSHEETS:

The *"PRO's & CON's"* simulation may be followed by small group discussion of issues of actual concern to the Workshop participants. A packet of Task Force *WORKSHEETS* is supplied as an aid to structuring such discussion. The *WORKSHEETS* can be used to identify significant

issues, specify the positions that can be taken and list the pros and cons of taking particular stances on the issues. A summary report based on data from the *WORKSHEETS* can serve as the input into a comprehensive plan for improving existing centers or starting new ones.

"FEEDBACK" CARDS:

The *"FEEDBACK" Card Deck* supplied with the Workshop Kit consists of a set of cards whose faces graphically depict several group-discussion behaviors. The cards can be used in a variety of ways, two of which are described here as *"FEEDBACK Intervention A"* and *"FEEDBACK Intervention B."*

FEEDBACK INTERVENTION A (Process Monitoring)

A group-process observer withdraws from group interaction and uses the *FEEDBACK Cards* to categorize group-member statements. Periodically, he/she interrupts the group's discussion to "feed back" what has been observed, by laying out before the group the cards that were sorted out, by commenting on the interaction patterns that emerge, and by engaging the group in a brief analysis of the implications of the *FEEDBACK* display.

This type of intervention can introduce participants to the role of disinterested observer and demonstrate the utility of having one group member play such a role during a team's deliberations.

FEEDBACK Intervention B (Sharing Leadership Functions)

The *FEEDBACK Card* categories used in this intervention represent the kinds of moves commonly made by group leaders: CLARIFYING, EXPEDITING, SUMMARIZING, SUPPORTING, GATEKEEPING, HARMONIZING, EVALUATING, and CONSENSUS TESTING. Before a group

begins work on a task, three cards from the above-listed categories are dealt, face down, to each group member. During the course of the group's discussion, each participant is to attempt to "play" all of the cards in his "hand" by making well-timed remarks that fall into each of the categories symbolized by the cards he/she holds. This intervention offers opportunities for group members to practice engaging in leader-like behaviors that may not ordinarily be part of their repertoires. In addition, it can help wean a group away from excessive dependance on a titular leader to make things "move" during a meeting.

"PRIORITY PLANNER":

The *PRIORITY PLANNER* is an aid to gaining group consensus on priority rankings. The *PRIORITY PLANNER* technique is applicable to a wide range of situations calling for the ranking of alternatives in an order from most to least importance. Among the kinds of listings to which it might be applied by a Workshop discussion group are lists of things to be done, items to be purchased, role positions to be filled, criteria to be used in judging something, issues to be discussed, and data to be gathered. Commonly, when groups attempt to rank in priority order a long list of items, there is fairly ready agreement on which items are of highest and which are of lowest priority. However, difficulties in deliberation usually are related to the middle-range selections. The *PRIORITY PLANNER* helps with the sorting of the middle-range items.

Conclusion

The T.E.C. Workshop Kit has been field-tested in the Cleveland area with promising results. Plans are currently being drawn up for disseminating information about the Kit to educators who are involved in teacher education center development.

Inquiries about the T.E.C. Workshop Kit should be addressed to:

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